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ABSTRACT

An historical survey of Mexican Americans of the Southwest is outlined in this curriculum guide for high school students. The purpose of this course is to have students develop an appreciation for and an understanding of the role of the Mexican American in the development of the United States. Although the first half of the guide focuses upon the historical cultural background of Mexican Americans, the latter half emphases the culture conflict within the ethnic group and, moreover, their struggle toward obtaining civil rights along with improvement of social and economic conditions. Five units are: 1) Spain in the New World; 2) The Collision of Two Cultures; 3) The Mexican American Heritage in the American Southwest; 4) A Sociological and Psychological View of the Mexican American; and 5) The Mexican American today. An appendix includes Mexican American winners of the Congressional Medal of Honor. Also included is a book and periodical bibliography. (SJM)

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OUTLINE OF CONTENT

MEXICAN AMERICAN STUDIES

Grades 10-12

LOS ANGELES CITY SCHOOLS
Division of Instructional Planning and Services
Instructional Planning Branch

1968

ACKNOWLEDGMENTS

Grateful acknowledgment is expressed to JORGE A. MONTES, social studies teacher at Lincoln High School, and to FEDERICO A. SANCHEZ, social studies teacher at Roosevelt High School, for their preparation of this tentative outline of content.

Serving as Curriculum Consultants during the summer of 1968, Mr. Móntes and Mr. Sánchez worked as a highly effecient and productive team researching, organizing, developing, and writing this publication. For their dedication to the task, enthusiasm for the project, and highly professional attitude, the Instructional Planning Branch is indeed appreciative.

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To the Teacher

The image of the Spanish-speaking people who conquered and settled the Southwest has been carved into the land itself. The Mexican presence is everywhere. It can be felt in the names of the mountains, rivers, deserts, and the cities; it can be heard in the language of the people and seen in their faces. But the land, in turn, has affected and molded its dominators. Distance, solitude, and a savage climate have given differences a chance to survive and have made what survives valuable. Every mountain range, every tree, every plant and rock can be seen distinctively, sharply, for what it is and was meant to be. Not only does the land respect individuality, but it preserves the unique quality of the things, the institutions, and the people it allows to survive.

What follows in this outline is an historical account, an epic tale, of the Mexican Americans of the Southwest. It is a story that must be told if we are to understand the history of our nation more completely and accurately.

For one hundred and twenty years Mexican Americans of the borderlands have lived in the shadow of a dominant Anglo culture; but they have managed to survive and in so doing have been able to retain their identity as a distinctly different cultural group. At times they have had to retreat behind their identity in the same manner that one retreats and seeks shelter from the storm; at other times they have waved proudly the banner of their heritage, as their Aztec and Spanish ancestors once waved theirs.

It must not be forgotten that Mexican Americans, other than Indians, are the only conquered people still living in the United States. As a consequence they have undergone the sad process of conquered peoples everywhere in that their story has gone untold and untaught, played down, and in some cases, even suppressed.

This can no longer continue, for Mexican Americans are now asking themselves:

"Who are we?
What are we?
Where did we come from?
What are we doing?
Where are we going?"

They want answers!

At the same time the nation is asking:

"Who are my people?"

This too requires answers.

The social and cultural revolution that our country is presently undergoing has precipitated a desire, a need, even a demand, to know more about the many diverse people that make up our nation. It is hoped that the role of the Mexican American in the continuous development of the United States can be made apparent to the students who enroll in this course through the pages that follow.

It is fitting that we begin our account in the traditional manner of stories written in Spanish...

"Erase que se era . . ."

Please Note

Teachers who use the outline are asked to evaluate its usefulness as a teaching aid and to recommend any alterations which will maximize its accuracy and effectiveness. Recommendations of teachers will serve as the basis for the preparation of a more complete publication which also will include sample learning activities, evaluation devices, and further bibliographical references for teachers.

Suggestions for improvement are earnestly desired by the Instructional Planning Branch and should be sent directly to the Secondary Social Studies Curriculum Supervisor at the conclusion of the 1968-1969 school year.

Your cooperation in this professional endeavor is sincerely appreciated.

PURPOSES

The essential purpose of this course in Mexican American Studies is to develop an appreciation for and an understanding of the role of the Mexican American in the development of the United States. Toward this end, instruction should be planned which will enable the student to:

- know the Mexican American in terms of the origins of his culture, traditions, attitudes, and ideals.

- realize that many of the Southwest's economic, social, and legal institutions can be traced to the Hispano-Mexican heritage.

- understand the ways in which geographic conditions such as: the sea and natural harbors, unnavigable major rivers, extensive deserts, and the limited availability of water influenced the lives of those who participated in the exploration and development of the Southwest.

- learn how the shift from a rural, agricultural past to an urban, industrial present has given rise to a number of problems which must be solved if the Mexican American is to progress economically and socially.

- Understand the culture conflict that Mexican Americans are undergoing and how this conflict has divided them as a group in terms of assimilation, acculturation, and biculturalism.

Unit One: Spain in the New World

I. The explorers, the conquistadores, and the land.

A. Spain explored and conquered the area that is now the South and the Southwest United States.

1. After the conquest of Tenochtitlan, Cortés and the Spanish viceroys that followed him began exploring north of Mexico.

2. Naval expeditions were sent out along the Pacific and the Gulf of Mexico, and a land expedition was dispatched through the interior deserts.

B. A similarity of geography and climate existed between that of Spain and the areas of the New World in which the Spanish settled.

1. The desert geography and climate of Northern Mexico and the Southwest are relatively similar to Spain.

2. Spanish institutions were readily adaptable to the harsh Southwestern environment.

C. The Spanish heritage is, in part, a Southwestern myth.

1. The colonizing descendents of the conquistadores and the original land grant families were very few in number.

2. The real colonizers were a mixture of Spanish, mestizo, and pure-blood Indians.

II. The fan of Hispano-Mexican and Indian settlements: 1609-1846.

A. The northern colonies faced the dilemma of a dual frontier.

1. The colonies along the Rio Grande, in New Mexico, Colorado, and California were isolated to the south by the great Sonora-Chihuahua desert.

2. To the north and the east the colonies were cut off from contact with the eastern Anglo settlements by mountain ranges and the Great Plains.

3. Hostile Indians surrounded the Hispano-Mexican colonies on all sides.

B. The American Indian of the Southwest played a crucial role in the Hispano-Mexican exploration and colonization of the Southwest.

1. Indian guides, warriors, packers, and laborers aided Hispano-Mexican exploration and colonization of the region.

2. The sedentary Indian tribes of New Mexico and California permitted the successful establishment of settlements in these areas because the colonizers were able to use the traditional Spanish presidio and mission method.

C. The cycle of immigration and emigration of the early Southwest colonist had its roots during this period.

1. Immediately prior to the U.S.-Mexican War, there was a substantial movement toward Mexican settlement along the borderlands.

2. During the U.S.-Mexican War and for several decades thereafter, Mexican Americans were driven from their lands, or sold out (often under pressure) and returned to Mexico.

3. Although the Guadalupe Hidalgo Treaty of 1848 recognized Mexican property rights, the people of the borderlands (Anglos as well as Mexicans) had to prove land ownership according to U. S. law; the inability to do so resulted in the loss of their property.

4. The United States did not witness another substantial period of Mexican immigration until the coming of the Mexican Revolution in 1910.

III. Separate Worlds: The isolated Hispano-Mexican colonies.

A. New Mexico was and continues to be the Mexican heartland of the north.

1. The nomadic and hostile Indians of New Mexico forced the Hispano-Mexican colonists to settle in a limited, easily defensible area in the mountainous northern region.

2. The isolated colonies of Northern New Mexico produced a distinct cultural group known as Los Manitos de Nuevo México.

3. This group in turn was responsible for the brief but brilliant flowering of New Mexican folk culture.

B. Pimería Alta was the Spanish name for Arizona, a land of deserts, mountains, and the formidable Apache.

1. Father Kino's mission system established the first settlements of Arizona.

2. The desert and nomadic Apache prevented the extensive colonization of Arizona, which in turn caused the extreme isolation of the few existing settlements.

C. The open spaces and the nomadic Indians of the province called Texas proved difficult to dominate or control.

1. The Spanish effort to establish missions in East Texas was abandoned because of hostile Indians.

2. Except for San Antonio, Nacogdoches, and La Bahía, Mexican settlement was concentrated along the Rio Grande.

3. Incessant Comanche activity made life along the Rio Grande difficult and hazardous, thereby isolating and inhibiting the development of these settlements.

4. A pastoral semi-feudal way of life, similar to that in early California, developed in the lower Rio Grande Valley.

5. The first Anglos to come to Southwest Texas usually embraced the Mexican culture of the Tejanos.

D. California was the furthest outpost of Spanish colonization in North America.

1. Distance, as well as the mountains and deserts to the east and south, and the California current along the coast, played a combined role in isolating the coastal colonies from Mexico and Spain.

2. Hispano-Mexican settlement of California was limited to the coast because the natural harbors provided a commercial outlet for hides and tallow, and protection was afforded by the presidios.

3. The ruggedness of the interior territory and the hostile Indians living there prevented settlement away from the coast.

4. A pastoral and semi-feudal way of life centering around the cattle-grazing haciendas was developed and sustained in Southern California well into the 1880's.

5. The first Anglos to settle in California usually adopted the culture of the Hispano-Mexican Californios.

E. The colonies of Colorado and West Texas were so isolated that they were often regarded as the lost provinces.

1. Colonizers from New Mexico settled in the isolated mountain-ringed valleys of Southern Colorado.

2. The early settlers of El llano estacado of West Texas were the ciboleros, comancheros, and the rancheros who settled along the Canadian River.

Unit Two: The Collision of Two Cultures

I. Conflict along the border - the Mexican view.

A. The Nueces Valley in Texas was the scene of the first Anglo-Mexican hostilities.

1. The Mexican government welcomed United States settlers to East Texas in an effort to control Indian activity.

2. The empresarios brought the first Anglo settlers west of the Sabine River.

3. By 1830, Mexico had enacted its famous Colonization Law, a plan of settlement for all her northern territories. Particular emphasis was given to attracting European colonization in East Texas in an effort to counterbalance United States' settlement in that area.

B. The Texas Revolution was the precursor of the War of 1846.

1. Unscrupulous actions by some of the empresarios coupled with the uncooperative, often hostile, attitudes of some of the settlers along the Sabine led to open conflict between the Mexican government and the Anglo settlers.

2. Revolt against Colonel John Bradburn's Galveston Bay garrison in 1832 set off a sequence of events that terminated in the Texas Revolution of 1836.

a. Austin tried to get the Mexican government to grant statehood to Texas.

b. The Mexican government refused Austin's request since it regarded this move as preliminary to secession from the Republic of Mexico.

c. In October, 1835 a skirmish between the Mexican army and a group of Anglo settlers at Gonzales marked the beginning of the war.

d. The following day word was received that Santa Anna had destroyed federalism in Mexico, thereby abolishing all state legislatures.

e. On October 15th the Texans met, formed a provisional government, and prepared for war against Mexico.

C. The victory of El Álamo and the defeat at San Jacinto were the responsibility of one man: General Antonio López de Santa Anna.

1. The defenders had an artillery advantage of 21 cannon versus 10 for the Mexican Army.

2. The Kentucky Long Rifles with a range of 200 yards were tremendously superior to the ancient smooth-bore muskets with a range of 70 yards used by the Mexicans.

3. Contrary to the fictions which have developed about this battle, only 1800 Mexicans were involved in the siege, and most of these were Mayan conscripts from Yucatán. Actually, several Mexicans were among the defenders of El Álamo.

4. The battle need not have been fought, since Santa Anna could have encircled and isolated the Alamo; furthermore, if regarded as a holding action by the Texans, then it must be considered a failure, since it delayed Santa Anna's plan of action by only four days.

5. The siege served to trigger massive U.S. aid to Texans, which in turn insured the success of the revolution.

6. The immediate effect of El Álamo and of the massacre of Goliad on the Texans was to cause a rout of Houston's army; the Texan army of 1800 men melted away to 700 by the time they reached the San Jacinto River.

D. The defeat of Santa Anna at the Battle of San Jacinto (1836) also marked the complete loss of Mexican authority in Texas.

1. On the banks of the San Jacinto, Houston gathered his men and turned to meet Santa Anna's rapidly approaching army.

2. Houston and Santa Anna skirmished briefly on March 20.

3. The following day the Texans attacked the Mexicans during the siesta hour and caught them off-guard; Houston's forces defeated Santa Anna's and killed over 700 Mexican soldiers.

4. Santa Anna was captured on March 22 while trying to escape. He then negotiated the end of the war and his release by recognizing the free state of Texas and setting the southwestern boundary along the Rio Grande.

E. An era of hate, guns, and death involved Mexicans and Anglos on both sides of the border.

1. In the conflict over slavery, Southwest Texas was used as an escape route to freedom in Mexico by escaped Negro slaves and as an asylum by escaped Mexican peons.

2. Mexican Tejanos, Anglo Texans, filibusters, and squatters clashed in bloody conflicts along the border before, during, and after the U.S.-Mexican War.

F. The acquisition of Texas and the resulting war of 1846 were the inevitable consequences of "Manifest Destiny."

1. There was a lack of agreement between the United States and Mexico over the exact southwestern boundary of Texas.

a. The road to war was opened when Texas was admitted to the Union in February, 1845.

b. Texas claimed all territory up to the Rio Grande under the terms negotiated between Houston and Santa Anna.

c. Mexico pointed to the fact that Santa Anna was a prisoner of war at the time of negotiations; furthermore, the old province of Texas-Coahuila had never extended south of the Nueces.

d. On May 9, 1846, a Mexican force crossed the Rio Grande near Matamoros and skirmished with an American patrol.

e. On the basis of Polk's summary that Mexico had attacked an American patrol on U.S. territory, war was declared on Mexico.

2. Mexico interpreted the declaration of war as being nothing more than a partially disguised imperialistic attempt to acquire territory.

3. The feeling in the United States was that the nation was fulfilling its policy of Manifest Destiny.

4. The occupation of the borderlands, sometimes brutally carried out, left a lasting and bitter feeling on the part of the Mexicans toward all Anglos.

II. The U.S.-Mexican War of 1846 and the resulting loss of Mexico's northern territories.

A. New Mexico's conquest was bloodless.

1. Continuous Indian activity had seriously affected and reduced the New Mexican colonial population.

2. The profit resulting from the Santa Fe Trail trade helped New Mexicans decide against resisting U.S. annexation.

3. The threat of domination by the Republic of Texas was another major reason for the desire on the part of some New Mexicans to become part of the United States.

B. Arizona was the buffer state.

1. The western Apaches prohibited any great Hispano-Mexican settlement of Arizona and isolated the few colonies that existed.

2. Fear of the Apache produced friendly relationships between early Anglos, and Hispano-Mexicans.

3. Miners, attracted by the rich mining strikes around Tombstone in the late 1880's, created a demand for beef.

4. "Texas cowboys" began raiding Mexican ranchos along the border and the situation soon degenerated into open warfare between Mexicans and Anglos.

5. The tenuous situation was further aggravated by the conflict between the Anglo cattlemen and the Mexican sheepherder.

C. The sun, hides, and gold have played an important role in the development of California.

1. Captain James Cook inaugurated the Pacific fur trade with China in 1776. Soon Boston ships were regularly plying the California coast in search of otter and seal skins.

2. The furtraders were followed by the Yankee whalers and the hide and tallow ships that gave California a foreign trade.

3. The only trade of importance between Spanish colonies was developed by Santa Fe traders coming west from New Mexico to Los Angeles during the 1830's and the 1840's.

4. The sea trade that developed from the Boston ships that sailed the Pacific Ocean also introduced the beginning of United States' settlement of California.

5. The early United States settlers of California usually adopted the Californio style of life.

6. 1846 marked the year of the Bear Flag Revolt, the U.S.-Mexican War, and the acquisition of California by the United States.

7. The California gold rush of 1848 precipitated the most dramatic change of any of the territories acquired from Mexico.

   a. Mining, agriculture and trade replaced hides and tallow as California's most important economic activities.

   b. Commercial centers moved from the coastal southern harbors to the new cities and mining camps of the central interior.

   c. The Mexican culture of California was almost completely obliterated by the massive migration initiated by the Gold Rush.

III. The conquered people: Mexican Americans of the Southwest.

A. In February, 1848 the Treaty of Guadalupe Hidalgo, which ceded the Southwest to the United States, was signed; thus the borderland Mexicans found themselves foreigners in a land that was originally theirs.

1. Mexican officials who negotiated the Treaty were chagrined when they were compelled to assign a large number of their paisanos to the United States.

2. Mexicans and Indians are the only conquered minorities in the United States whose rights are safeguarded by treaty provisions.

3. The most explicit guarantees contained in the treaty are those which pertain to the rights of the borderland Mexicans.

a. The Treaty guaranteed protection of property rights.

b. Cultural rights of Southwest Mexicans were also guaranteed by Treaty proviso.

B. Many Mexicans returned to Mexico immediately after the War.

1. Many of the wealthy, landed, aristocratic Mexican families of the borderlands returned to Mexico.

2. In general, Mexicans who remained were the illiterate, laboring poor, the people who were on the lowest rung of borderland society even during the period of Hispano-Mexican rule.

3. The period following the War witnessed continuous hostilities between Mexico and the United States because of the activities of filibusters and raiders operating out of the Nueces Valley.

4. Under the terms of the Treaty, it became the obligation of the United States to police 180,000 Indians who were living in the territories acquired from Mexico.

a. The United States failed to comply with this provision for many years due to the sectional conflict resulting in the Civil War.

b. The Indians took advantage of the situation and battled Anglo and the Mexican settlers alike.

c. The Indians were able to exploit the hatred between the two groups to the point where Anglos were accusing Mexicans of collaborating with the Indians, and the Mexicans were blaming the Anglos for being malicious and careless.

C. The increasing domination of Anglo cultural values in the Southwest gave rise to the emergence of a generally negative Mexican stereotype.

1. Anglo settlers usually compared the poor Mexican peon with the landed ricos.

2. The puritan values of many of the early Anglo settlers were thoroughly shocked by the marked contrast of values exhibited by the Mexicans.

3. The Mexican Americans were a conquered, often dark-skinned people, culturally and ethnically different from other United States citizens.

Unit Three: The Mexican American Heritage in the American Southwest

I. Anglo Americans: beneficiaries of three hundred years of the Hispano-Mexican experience.

A. The Hispano-Mexican contributed to the beginnings of the mining industry.

1. The first gold rush in the New World occurred in Zacatecas, Mexico in 1548 - three hundred years before the discovery of gold in California.

2. The Zacatecas experience taught Mexicans much about placer and quartz mining techniques.

3. The Hispano-Mexican introduced the use of the horse, mule, and carreta into their mining operations.

4. American mining engineers, exploring the Arizona frontier after the Gadsden Purchase, discovered a long history of prior mining operations in the region.

5. Mexicans from Sonora introduced valuable mining techniques into California during the gold rush days of the 1840's.

a. The "dry-wash method" had an important bearing on the rapid exploitation of gold.

b. The "arrastra" or "chili mill" made possible the development of the Comstock lode.

c. The "patio process" of separating silver from ore was invaluable in the growth of the silver mining industry.

6. Prior to the discovery of gold in California, there had been little Anglo-American experience with mining laws.

a. Mexican miners of California were trained under Hispano-Mexican ordinances which represented a system tested by years of experience.

b. This background served as the foundation block for the development of the Anglo-American system of mining laws.

7. Texas profited financially from the Hispano-Mexican law of the regalía, ownership by the state.

a. Under Spanish law, possession of minerals in the subsoil was reserved to the Crown.

b. The Crown's possession guaranteed a percentage, a quinto, of all mining operations.

c. From 1836 to 1883, the state of Texas received five percent of the gross receipts from all mineral concessions. These funds were used to help establish a system of public schools.

d. When Texas adopted the Anglo-Saxon common law in 1840, the only statute specifically retained was the doctrine of mineral rights.

B. The Hispano-Mexican played a key role in the development of sheep husbandry.

1. Sheep were first introduced by Coronado, but the herds that constituted the basis for the pastoral economy of New Mexico and the remainder of the Southwest came north in the famous entrada of Juan de Oñate in 1598.

2. The New Mexico experience served as the basis for the sheep raising industries of California, Idaho, Utah, Colorado, Wyoming, Nevada, Arizona, and Montana.

3. The sugar beet industry was enhanced by the practice of feeding by-products of the sugar beet to sheep.

4. The Navajo Indian profited from the sheep raising techniques inherited from the Hispano-Mexican.

5. The famous New Mexican folk play, "Los Pastores," is dedicated to some of the most famous Indian fighters of the West, the sheepherders.

C. The growth and development of ranching had the most significant influence of any industry on the future of the Southwest.

1. The first mustangs and longhorns were introduced in the early entradas from Mexico.

2. The hacienda and the rancho served as prototypes for later cattle kingdoms of the West.

3. The famous cowboy of the American West is a direct descendent of the Mexican vaquero.

a. The vaquero was a type developed from over three hundred years of conditioning in a highly specialized environment.

b. It was the vaquero who furnished his Anglo American counterpart with the ready made tools such as the saddle, lasso (lazo), cinch, halter, rope (mecate), chaps (chaparejos), and feed bag (barboquejo).

c. The very language of the range is still generously peppered with Spanish words such as bronco (bronc), mesquite, chaparral, reata (lariat), estampeda (stampede), calaboso (calaboose), canon (canyon), mesa, rodeo, corral, and sombrero.

d. The technique of horse-breaking is still based on that of the domador, the professional Mexican horsebreaker.

e. The Mexican expression "dale vuelta" gave rise to the Anglo expression "dolly welter," meaning to twist a rope around the saddle.

f. In all probability, many famous American cowboy songs are based directly on the corridos of the Mexican vaquero.

4. The American rodeo is based on the vaquero system of settling all disputes over the ownership of cattle.

5. The American law of brands and the various brand registration systems are based on those used by the vaquero.

6. Cattlemen's associations today grew out of the institution of the alcaldes de la mesta.

D. Agricultural pursuits came about through a relationship between the Indian and the Hispano-Mexican.

1. There is evidence that the Indian in New Mexico and Arizona created advanced systems of irrigation.

2. The Hispano-Mexican built on the Indian experience and introduced new agricultural methods and materials such as dry farming, the use of the zanja, hoe, plow, and oxen.

3. The Hispano-Mexican also introduced new crops such as wheat, avocados, corn, potatoes, squash, strawberries, grapes, and tomatoes.

4. An equitable system of water rights came about because of the recognition of the difficulties of the environment and the importance of water.

5. The Anglo American had little previous experience that was applicable to the semi-arid environment of the area and profited from his contact with the Hispano-Mexican.

a. The village type of agricultural settlement and common property rights regarding water is in part a consequence of the development of the first irrigation systems in New Mexico.

b. The Pueblo of Los Angeles appointed a zanjero to keep the main irrigation ditch in repair. The office was in use many years after the area became part of the United States.

E. The land grant systems of the Hispano-Mexican were established to meet the needs of the arid environment of the region.

1. These systems reflected an understanding of a cattleman's needs.

2. The land grants contributed directly to the development of early sheep and cattle empires.

3. These systems also directly influenced the U. S. Homestead land policy of 1862, which was instrumental in the settlement of the West.

F. The Hispano-Mexican laid the groundwork for an early transportation and communications system.

1. Pack-trains were the principal means of transportation as late as the 1880's. They transported merchandise to towns and army posts and carried the mail.

2. Pack-trains played an important part in campaigns against the nomadic Indians of the Southwest before and after the Mexican War.

3. The beginning of an early form of a pony express system was also organized.

G. Laws originally formulated for the regulation of the borderlands still form part of the American Southwest's legal system.

1. The right of community property, community and business life, as well as legal benefits accruing to women had their beginning in the early Hispano-Mexican laws.

2. The legal status of Indians, Hispanos, and Mexicans who were in the Southwest before the Mexican War was protected by the Treaty of Guadalupe Hidalgo.

3. A substantial portion of present land titles in California rests upon the "Spanish land grants," most of which are really Mexican in origin.

4. Mexican law precedents frequently have been cited in decisions of western law cases involving water rights. For example, the doctrine of pueblo rights saved Los Angeles in the famous lawsuit between Los Angeles and San Fernando.

H. Architecturally, the Southwest has been richly endowed with styles reflecting the presence of the Hispano-Mexican culture.

1. Building a house with adobe and erecting a fence with the use of mesquite is part of the everyday life in many parts of the Southwest.

2. Many homes in Monterey and Santa Barbara are featured in national magazines to show the heritage of the Spanish and Mexican eras in California.

3. Missions and plazas add to the architectural beauty of the region.

4. The romantic beauty of the homes that have survived in Southern California since the days of the rancheros is still alluring, particularly in view of the devasting use of the bulldozer and the proliferation of tract homes.

5. Today a unique Mexican form of architecture and interior design is influencing a new trend in the building of homes and the detailing of home furnishings.

II. Immigration from Mexico: an experience interwoven with the history of United States.

A. There have been distinctive features to the movement of immigrants from Mexico.

1. Temporary as well as permanent border crossings took place over 300 years, prior to the appearance of the Anglo American culture in the Southwest.

2. The common border of the United States and Mexico underlines a unique feature of the Mexican immigrant.

a. The American Southwest was once Mexico, and as such retains certain language, culture, and physical resemblances. The "next-doorness" of Mexico and the ease with which the border has been crossed and re-crossed has served to reinforce these similarities.

b. For Mexicans the journey to the United States, particularly the Southwest, traditionally has been considered a trip to another part of "their" country.

c. For other immigrants from Europe, Asia, and Africa the break from their homeland was dramatic and often traumatic, a trip marked by a long and seemingly endless voyage to a new continent.

3. Periods of immigration at times have coincided closely with changing economic forces within the United States.

   a. Many people from Sonora, Mexico, made the long journey to the California gold fields.

   b. Improvements in transportation facilitated the movement of immigrants from Mexico.

   c. Mexican immigration to the United States has paralleled the economic rise or decline of our great regional industries: railroads, mining, steel, meat packing, citrus, sugar beets, winter vegetables, and cotton.

4. Two periods of massive repatriations have taken place.

   a. During the great depression of the 1930's, local authorities were able to deport many Mexicans, some of whom had become American citizens.

   b. A large-scale deportation program was initiated during the 1954-1955 period against Mexican nationals who had entered the United sStates illegally.

B. The Mexican Revolution of 1910-1920 spurred the first substantial immigration movement across the border.

1. The revolution in Mexico and an increasing need for a labor supply in the United States played an instrumental role in attracting immigrants from Mexico.

2. The decision to migrate also was due in part to such factors as proximity to already-established colonies, kinship relations, and previous experience in the United States.

3. World War I sharply increased the demand for Mexican immigrant labor in the mining, industrial, and agricultural sectors of the United States economy.

4. Special United States immigration regulations issued in 1917 and in the 1920's helped to stimulate the movement of people from Mexico.

C. Immigration from Mexico reached a peak in the period 1920-1929.

1. The mass immigration of this period gave rise to the first expression in Mexican literature of the fear that Mexico was losing her energetic, skillful, and ambitious people to the United States.

2. The new era of agricultural and industrial expansion in the United States during the 1920's acted as a stimulus for further immigration.

D. The great depression in the United States during the 1930-1939 period resulted in a massive repatriation movement.

1. Western farmers found a new source of labor supply among the Anglo unemployed and in the displaced population from the Dust Bowl region.

2. Government agencies used a variety of persuasive methods to repatriate people of Mexican origin, sometimes without consideration of citizenship status or of individual choice.

3. Repatriation procedures had a negative effect on the Mexican American community.

E. The birth of the Bracero program took place in the period of 1940-1949 in response to urgent agricultural labor demands.

1. The renewed demand for Mexican agricultural workers came about because of the United States' involvement in World War II.

2. Mexican immigration took the form of large-scale importation of thousands of temporary workers under a program administered jointly by Mexico and the United States. (Public Law 78)

3. Many Mexican Braceros experienced a disappointment over working conditions and an intense dissatisfaction with social conditions in areas where they were employed.

4. The complaints of Mexican nationals caused the Mexican government to express dissatisfaction and disappointment with the existing Bracero program.

F. A new repatriation program took place in the period 1950-1957.

1. A special "mobile force" was organized to deport thousands of Mexican workers who had crossed the border illegally.

2. The same procedure of deportation was similar to that practiced during the repatriation program of the 1930's.

3. Once more, the repatriation procedures had an adverse effect on the Mexican American community.

G. The 1960's has been a period of new controls on immigration.

1. A continued high level of permanent immigration in the early 1960's was followed by a sharp decline in the fiscal period 1964 when novel administrative restrictions were introduced.

2. The Bracero program was terminated at the close of the calendar year 1964.

3. In 1965 Congress imposed a ceiling of 120,000 immigrants per year from Western Hemisphere countries.

4. The principle of applying quantitative restrictions to immigrants from the Western Hemisphere was modified for immigrants from Mexico. The quota now is based instead on the labor-market impact of prospective immigrants.

H. Mexican immigrants have exhibited similar characteristics to other immigrant groups, as well as some which are unique in themselves.

1. Mexicans have by and large constituted a large segment of the unskilled and semi-skilled immigrant workers in the United States, although they have been no different in this sense from that of earlier immigrant groups from Europe which included a large percentage of persons engaged in lower level occupations.

2. The supply of skilled immigrants from Mexico has not been negligible, however.

a. The share of people in professional, technical, and managerial occupations in the 1910-1919 period was relatively large, although greatly under-represented in immigration statistics.

b. In the 15 years from 1950-1964, nearly 13,000 immigrants were in the combined professional, technical, managerial, and proprietor classes and over 48,000 were reported in the clerical, craftsman, foreman, and operative classifications.

3. Immigrants from Mexico have included a far larger percentage of males. This was also true for all immigration groups in the first three decades of this century.

4. Children and young people under 20 accounted for a significantly larger percentage of Mexican immigrants in the postwar years, 1950-1964.

I. The Mexican American population is heavily concentrated in the Southwest.

1. Spanish-speaking people have settled in the Southwest for over 300 years.

2. Nearly 4 million Mexican Americans live in the five southwest states of Arizona, California, Colorado, New Mexico, and Texas.

3. Texas was by far the greatest center of attraction for Mexican Americans in the early years.

4. California became the favorite place of settlement during the post-World War II years, as evidenced by the fact that 40 percent of all Mexican Americans now live in this state.

5. There have been reasons for the heavy concentration in the Southwest.

   a. A natural base was provided by the initial presence of colonial settlers from Mexico which created an acquaintance with the area through early informal border-crossings.

   b. In a sense, the Mexican immigrant has been a latter-day conquistador, re-entering the Southwest in new entradas.

   c. The Southwest has offered a climate and landscape compatible with the experience and preference of many Mexican immigrants.

6. Not unlike other immigrants, people from Mexico have usually congregated in distinct cultural areas.

   a. These Mexican American neighborhoods in both urban and rural areas are known as <u>barrios.</u>

   b. Common bonds such as language and cultural similarity have attracted new Mexican immigrants into these areas.

   c. The barrio housing pattern is also the result of discriminatory housing practices shown toward Mexican Americans as well as toward more recent arrivals from Mexico.

Unit Four: A Sociological and Psychological View of the Mexican American

UNIT FOUR

I. The myth of docility.

A. Realistically, the myth of docility does not apply to the Mexican American.

1. Mexican Americans have been pioneers of trade-unionism in the Southwest.

a. As early as 1883, Juan Gómez organized the first Mexican American labor strike when several hundred vaqueros went on strike in Texas.

b. In 1903, over a thousand Mexican American and Japanese American sugar beet workers went on strike in Ventura, California.

c. Mexican Americans organized a strike against the Los Angeles street rail system in 1922.

d. The Confederación de Uniones Obreras Mexicanas, established in Southern California in 1927, was the first stable organization of Mexican American workers.

e. In June, 1933, several thousand Mexican American workers walked out of the berry, onion, and celery fields of Los Angeles County in the largest strike of agricultural workers to that time.

f. During the 1930's, agricultural strikes were also organized in Arizona, Idaho, Montana, Colorado, Michigan, and Texas.

2. The National Farm Workers Association, a grass roots organization made up largely of Mexican Americans, is led today by César Chávez. It is the most effective and dramatic example of a present-day Mexican American labor organization.

B. A sense of seriousness, solidarity, and singleness of purpose is developing into a drive for the recognition of the true and important role of the Mexican American.

1. In New Mexico, the Alianza federal de Mercedes, led by Reies López Tijerina, is seeking an adherence by the United States to the obligations of the Treaty of Guadalupe Hidalgo.

2. On June 9, 1967 the Inter-Agency Committee on Mexican American Affairs was established by President Johnson to look into the contemporary problems of Mexican Americans.

   a. Testimony regarding Mexican Americans was presented by top Mexican American leaders to a cabinet committee hearing at El Paso, Texas.

   b. The leaders who gathered at the El Paso hearings came from all over the Southwest and created the concept of La raza unida - the idea that all Mexican Americans have a common bond in working toward cultural and socio-economic improvement.

3. Mexican American organizations are demanding that both the needs of Mexican American youth and the Mexican American legacy of the Southwest be more adequately reflected in the curriculum of the public schools.

4. Mexican American college students have begun to organize and have become an important and effective new voice in the barrios of major southwest cities.

5. California State College, San Francisco, is now presenting B. A. degrees and hopes to present M. A. degrees in the near future in Mexican American studies.

6. The Chicano Press Association is a mutually cooperating group of newspapers published in various areas of the Southwest that are dedicated to reporting and disseminating news relating to the Mexican American.

II. The plight of the Mexican American citizen.

A. Historically, the Mexican American has continued to remain culturally isolated in an otherwise complex society.

1. Before 1910, little thought was given to the particular educational, health, and economic problems of this ethnic group.

2. A lack of awareness about these problems, or that such problems might exist, encouraged the development of slum conditions in many of the nation's large southwestern cities.

3. Too often the American dream of justice and equality became an unattainable goal for many Mexican Americans.

B. The condition of the Mexican American was not completely overlooked, however.

1. U.S. government-sponsored studies, made in California and in Texas, called attention to the conditions of the agricultural worker particularly with respect to migrant workers, many of whom are Mexican Americans.

2. Similarly sponsored studies, made in Texas and New Mexico, also helped to stimulate a concern for and an awareness of the problems of the Mexican American.

3. Some reform measures looking toward the more effective acculturation of Mexican Americans were undertaken by the state of New Mexico in the 1930's. Similar steps took place in parts of California, in Arizona, and in Colorado.

C. The Mexican American has often been in conflict with his true identity.

1. Anglo American general preoccupation with race has resulted in many Mexican Americans disassociating themselves from anything that carried the "Mexican" label.

2. Race and nationality awareness has led to the creation of the hyphenated citizen.

3. Some social scientists, many of whom have often been cultural anthropologists, have transmuted aspects of the Mexican Americans into presupposed patterns of behavior.

4. Many people have had a tendency to squeeze Mexican Americans into models based on previous ethnic experiences in different times and settings. The resulting stereotypes are far from accurate.

III. Demographic characteristics and family socialization.

A. A demographic analysis gives a general but significant insight into the character of the Mexican American as a group.

1. The fact that only six percent of Mexican Americans live in rural areas of Texas and California today indicates a substantial number of them have moved to urban centers in the short period of 1950 to 1960.

2. Approximately two-thirds of all Mexican Americans live in 34 metropolitan areas. One-third of this number live in the cities of Los Angeles, San Antonio, San Francisco, and El Paso.

3. About 85 out of every 100 Mexican Americans living in the five southwestern states are native-born. Over 50 percent of these are native-born of native-born parents.

4. By comparison, far fewer Mexican American families have no children than Anglo American families.

B. Family organization is a ~~cultural bond~~ that ties Mexican Americans together.

1. The Mexican American family is larger than the Anglo American. It includes not only parents and children, but also an extended circle of relatives as well.

a. Grandparents, aunts, uncles, and cousins are considered a part of the immediate family.

b. The range of kinship is extended beyond genetic links by the institution known as compadrazgo (co-parenthood). The parents and godparents become compadres who are linked by tradition through interlocking obligations of mutual aid and respect.

2. Mexican American family characteristics create pillars of stability.

a. Values of honor and respect for others are emphasized by the home as the source of respectful conduct.

b. Great concern is placed on the inner qualities of self and personality, and on spiritual and ethical values.

c. Children are taught to value a being person in favor of a doing person.

d. Respect, courtesy, and affection for elder family members are practiced.

IV. Violence in the streets of Los Angeles -- its effect on the community.

A. The exclusion of the Japanese from the West Coast in March, 1942, left to the Mexican American population the unenviable role of being the most prominent minority group in Los Angeles.

1. With the removal of the Japanese, crime and juvenile delinquency involving Mexican Americans received increased news coverage.

2. The incident receiving major attention was the "Sleepy Lagoon Case" of August, 1942.

a. 24 members of a barrio gang were arrested and convicted of the murder of a young man during a party.

b. Bitter feeling was aroused in the Mexican American community because of the harsh police treatment reportedly accorded the arrested individuals.

c. The Sleepy Lagoon Defense Committee was formed to raise sufficient funds to provide for a new counsel and for an appeal.

d. On October 4, 1944, the District Court of Appeals reversed the conviction of the individuals and the case was later dismissed for lack of evidence.

B. The anti-Mexican feeling in Los Angeles increased toward a breaking point during the 1941-1943 period. Two of these events, the Sleepy Lagoon Case and the Los Angeles riots of 1943, have continued to exhibit a marked influence upon Mexican American attitudes.

1. While the Sleepy Lagoon Case was pending, several members of the defense committee were subpoenaed by the Committee of Un-American Activities of California. The investigation had the effect of making it very difficult to raise money for the defense of the arrested individuals.

2. A special committee of the Grand Jury was appointed to investigate the murder incident of the Sleepy Lagoon. One person before this committee voiced his opinion that Mexican people possessed an inborn tendency to criminal behavior and to crimes of violence.

3. In October, 1942 an open Grand Jury was held to correct, if possible, the international damage caused by testimony before the special committee of the Grand Jury.

a. Radio Berlin, Radio Tokyo, and Radio Madrid quoted passages from the report and drew similarities between it and the teachings of Adolph Hitler.

b. The city newspapers were asked to be more restrained in their news reportage.

c. The irony of the situation is that a group of distinguished citizens were assembled to defend the biological character of Mexicans several months after Mexico had declared war on the Axis powers, after the first shipments of Braceros had arrived, and after many young Mexican Americans had either volunteered or been drafted to fight in World War II.

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4. The pachucos of Los Angeles were, in reality, a limited number of Mexican American teenage boys.

   a. The "zoot-suit," an eastern importation, was adopted by some - not all - barrio youth who called their flamboyant outfits "drapes." They became known as pachucos, the origin of which is unknown.

   b. Some authorities suggest that the adoption of the essentially eastern style and the exclusive use of Spanish was an expression of Mexican identification, rejection of Anglo culture, and rebellion against the denigrating effect of minority status.

5. Angered by reports of alleged pachuco violence, particularly those in which servicemen were involved, some members of the U. S. Navy stationed in Los Angeles took upon themselves the task of "cleaning-up the 'zoot-suiters.'"

   a. News reports of the confrontation between sailors and zoot-suiters attracted servicemen on leave from all branches of the Armed Forces to downtown Los Angeles; many of these servicemen assumed all Mexican American youth were pachucos.

   b. The worst conflicts took place on June 7 and 8, 1943 after newspapers had featured headlines declaring that the pachucos were planning a "counterattack." Military authorities then placed the Los Angeles downtown area "out of bounds" to servicemen and in a matter of hours the riots were over.

6. The Los Angeles riots sparked a chain-reaction of zoot-suit riots across the nation during the midsummer of 1943; similar confrontations took place in San Diego, California; Philadelphia, Pennsylvania; Chicago, Illinois; Beaumont, Texas; Detroit, Michigan; and the Harlem area of New York City.

7. International repercussions followed hard on the heels of the Los Angeles riots.

   a. Secretary of State Cordell Hull, in response to a request by the Mexican Ambassador, asked the Mayor of Los Angeles for an official explanation.

   b. The riots were reported throughout the world with adverse reactions, especially in Latin America.

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c. From the barrios, as a result of the rioting, there emerged a new feeling, a desire for Mexican American justice and equal opportunity which was in turned picked up and expanded by the returning veterans of World War II.

V. The Mexican American serviceman in time of war - a contradictory image to the popularly accepted image of the pachuco.

A. The Mexican American as a member of his nation's armed forces possessed an enviable war record.

1. Seventeen Mexican Americans have won the Congressional Medal of Honor, the highest relative percentage in terms of population figures of any minority group in the United States.

2. Lt. Colonel José L. Holquín, a Mexican American and Air Force hero of World War II is an example of this proud military heritage.

a. Lt. Colonel Holquín, a native of Los Angeles and a Belmont High School alumnus, was awarded the Distinguished Flying Cross, the Air Medal, and the Silver Star.

b. He spent two years at Rabaul Prison Camp as a Japanese prisoner of war after being wounded in action and later captured.

c. Today he is a teacher in the Los Angeles City Schools and presently is a member of the faculty at Wilson High School.

3. Complete information regarding the record of Mexican American soldiers in Viet Nam is not yet available.

a. The percentage of Spanish-surname servicemen in Viet Nam is higher than their relative population ratio.

b. Spanish-surname Viet Nam casualties are higher than their relative population proportion.

B. The Mexican American war record is the proud record of a proud people who have always been among the first to answer the call to arms in defense of their nation.

1. During the Civil War the Arizona Volunteers, a cavalry command made up exclusively of Mexican Americans, helped to hold off the formidable marauding Apache when Union soldiers were transferred to the east.

2. During World War I Mexican Americans volunteered or were drafted along with millions of other American citizens who answered the call to duty and served with distinction.

3. The role of the Mexican American soldier in World War II and the Korean conflict has been vividly reported in Raul Morín's book, Among the Valiant.

4. The story of Mexican American involvement in Viet Nam has yet to be written; however, the news media daily report stories of the part young Mexican American servicemen are playing there.

Unit Five: The Mexican American Today

I. The Mexican American and civil rights.

A. In general, little attention has been given to the fulfillment of the civil rights of the Mexican American in the Southwest.

1. The unwritten laws in some communities have established restrictions in housing, employment, and political participation for the Mexican American.

2. Unsatisfactory relationships have occurred between the Mexican American and law enforcement agencies which have affected entire communities.

3. Cases have occurred in which Mexican Americans were all but systematically excluded from jury service.

B. New leadership and an increased awareness and interest by the Mexican American community has led to a greater participation in the drive to secure civil rights.

1. Several factors have helped to account for this heightened political activity.

a. World War II was a turning point in that many Mexican Americans moved into the skilled labor, business, and professional classes because of education acquired through the G. I. Bill of Rights.

b. The success of the civil rights movement made many Mexican Americans aware that they had been a relatively forgotten group. The crystallization of various Mexican American political groups was stimulated.

c. Political experience, as exemplified by the 1963 election of an all Spanish-speaking city council in Crystal City, Texas, electrified Mexican Americans everywhere.

d. Many Mexican Americans have shown a desire to identify with the programs sponsored through the Economic Opportunities Act.

2. National organizations, as formed by and for Mexican Americans, have increased in number, significance, and influence.

a. The Mexican American Political Association (MAPA) of California and Arizona, as well as the Political Association of Spanish-speaking Organizations (PASO) of Texas and Arizona, have sought social, economic, and cultural improvement for Mexican Americans.

b. The League of United Latin American Citizens (LULAC), one of the oldest organizations in the Southwest, for decades has debated what it considered to be the major problems of the Mexican American.

c. The American Coordinating Council of Political Education (ACCPE) of Arizona was organized when Democratic Party leaders refused to let Mexican Americans serve in important positions in the party.

d. The American G. I. Forum is a national service organization of Mexican American veterans of World War II and the Korean conflict; eliminating discrimination, raising money for scholarships, and working for fair employment practices have been its major objectives.

3. Community Action organizations have also placed emphasis on working toward the social and political improvement of the Mexican American.

a. Organized in 1947, the Community Service Organization has carried on an active campaign aimed at developing political awareness within the Mexican American community.

b. The Council of Mexican American Affairs, founded in 1953, lists 44 member organizations dedicated to the social improvement of the Mexican American community.

II. A need continues to exist for economic and social improvements.

A. Studies show that Mexican Americans are clearly a disadvantaged group in the labor markets of the Southwest.

1. Of 450,000 Federal employees in the five-state area of the Southwest, only eight percent are Mexican Americans.

2. Mexican Americans make up one-half of the total agricultural work force of the United States. Moreover, eighty percent of the Mexican Americans involved in agricultural labor are employed in the five-state area of the Southwest.

3. There is a disproportionate representation of Mexican Americans in low-wage jobs.

4. The labor market positions of urban Mexican Americans vary greatly from state to state within the Southwest.

5. The employment needs for Mexican Americans, especially in terms of on-the-job training, are critical.

6. The economic problem of the Mexican American in the Southwest is attested to by both unemployment and underemployment.

7. Occupational upgrading, e.g., better jobs, appears to be occurring a little more rapidly than increases in income.

B. The dimensions of the depressed economic conditions of Mexican Americans have never been brought into sharp focus.

1. Few nationwide studies of the poor have given attention to the plight of the Mexican American.

2. Nearly 243,000 Spanish-surname families in the Southwest were categorized in the poverty group by the census of 1960.

3. Some evidence exists to suggest that the problem of poverty has become worse rather than better in certain areas of the Southwest.

4. The problem of poverty assumes varying magnitudes in different parts of the Southwest, with the greatest number of incidents occurring in urban rather than rural areas.

5. The absence or poor quality of public installations and services, as well as the condition of individual buildings, is characteristic of many Mexican American areas in the Southwest.

C. The vast majority of migrant farm laborers are Mexican American.

1. These people have been the backbone of the seasonal agricultural force for over 60 years.

2. The movement of migrant farm laborers originates in both Texas and California where semi-permanent homes may be maintained.

3. Workers generally leave these areas during the harvest season to work on the crops in New Mexico, Arizona, California, the Rocky Mountain states, the Midwest, the Pacific Northwest, and Florida.

4. Many workers return to home bases in Texas, Arizona, and New Mexico.

5. The families of migrant workers need appropriate housing, education, for their children, and health facilities which not only pose a problem for themselves, but also for the community in which they take up temporary residence.

6. Without these workers, wage rates would be higher, mechanization greater, consumer prices higher and the share of produce markets less in California.

7. The factors mitigating against the Mexican American agricultural workers are tremendous and at present, no single government agency exists to consider these problems.

a. Many workers lack basic educational and employment skills.

b. Children of migrant families face difficult educational problems due in part to their rootless existence.

c. In general, living conditions for families in agricultural camps are poor; some have been viewed as a national disgrace.

d. Families sometimes suffer since migrant workers often are not eligible for welfare programs having residency requirements.

e. Workers are confronted by the competition for jobs with the readily available supply of Mexican nationals who cross the border either illegally, as green card holders, or as commuters.

f. The use of Mexican nationals as laborers, increased mechanization, business subsidized research, and the growth of agribusinesses are forces which have worked against the formation of unions by Mexican American migrant workers.

g. Very few of the accepted patterns of labor legislation apply to them.

h. Only ten states have passed workmen's compensation laws which are applicable.

i. Many undesirable hiring practices relative to Mexican American field workers exist.

j. Workers often are required to travel in unsafe or overcrowded modes of transportation under difficult conditions.

8. Probably the most important development affecting seasonal farm labor among Mexican Americans of the Southwest has been the recent gains of labor and social organizations.

a. The Agricultural Workers Organizing Committee has been active in the Delano area of the San Joaquin Valley of California.

b. The National Farm Workers Association, formed by César Chávez, has been attempting to gather Mexican American farm laborers into their own strong labor cooperative, under indigenous leadership.

c. The work of the American Friends Service Committee in community development and self-help housing has produced worthwhile results.

d. The Communities Service Organization has been helping Mexican Americans find self-expression for community improvement and opportunity.

e. The Migrant Ministry of the Northern and Southern California Councils of Churches has been serving the needs of the migrant population for many years.

9. Problems will continue to beset the Mexican American migrant workers until the conditions of living and of employment make their work a dignified occupation.

III. Education and the Mexican American

A. Recent studies indicate that there is a variable relationship between educational attainment and income of Southwest Mexican Americans.

1. Mexican Americans living in urban areas of California possess the highest educational attainment and income of all Mexican Americans in the entire Southwest.

2. The income level of the Spanish-surname group is higher than their educational attainment level would indicate because of the high concentration of Mexican Americans in well-paid manual labor positions.

3. Studies indicate that Anglo income is higher than Spanish-surname income even when both groups exhibit similar educational attainment levels.

4. The ratio between educational attainment and income has reached a point where more education brings a smaller increase in income. Since good-paying manual labor jobs are at a premium, and there is little prospect of new positions becoming sufficiently available, more Mexican Americans will need to enter college if there is to be a significant increase in the income level of the group.

5. The level of educational attainment and income of the Spanish-surname group has shown a definite increase in recent years. Since Anglo levels are also increasing, the ratio between the two groups remains the same.

B. The Mexican American population as a group is showing signs of progress in the attempt to narrow the education gap.

1. According to the 1960 census report, Spanish-surname educational attainment levels were lower than those of Anglo or non-whites in California, Colorado, and Texas; in Arizona the attainment was the same; in New Mexico the attainment was higher.

2. The preoccupation with Spanish-surname educational deficiencies has obscured the slow, yet gradual advancement in educational attainment that is taking place. If the Mexican American age group 14-24 is studied, a very definite improvement in educational attainment is revealed.

a. In the Mexican American age group 25 years and over, the average educational attainment is 7.1 years of school.

b. In the Mexican American age group 14-24 years, the average educational attainment is 9.2 years, even though this group has not yet finished its schooling.

3. The rapidly increasing urbanization of the Mexican American population of the Southwest is mainly responsible for the recent improvement in educational attainment.

   a. Educational attainment is generally better in the cities and suburbs where school facilities and enforcement of attendance laws are usually better than in rural areas.

   b. The shift from agricultural to urban jobs by the parents usually means increased school attendance for children.

4. The college drop-out rate of Mexican Americans is disproportionately high; only 39.9% cut of nearly 117,000 who had attended college by 1960 had four years or more of higher education.

5. Although the ratio between Mexican American male and female school attendance is the same, studies show that Spanish-surname males are attending college at a ratio of almost two to one over females.

6. California has the highest number of college-educated Mexican Americans of any southwest state.

   a. Many Mexican Americans educated in other states have migrated to California.

   b. The Cal-Vet program has offered educational assistance to veterans since its inception in 1921.

   c. The Federal G. I. Bill of Rights of World War II has been a major factor in the higher educational attainment of Mexican American veterans.

   d. The system of higher education in California, with its lower residence fees and tuitions, has enabled many Mexican Americans to attend college who would not otherwise have been able to do so.

C. The Mexican Americans of the borderlands are in the midst of a cultural renaissance. Everywhere throughout the Southwest Mexican Americans are becoming attuned to a new and more positive identification of being <u>raza.</u>

1. The Mexican American civil rights movement is gaining strength throughout the Southwest.

2. Mexican American educational attainment and income is gradually rising.

3. The self image of Mexican Americans is undergoing a fundamental change, for they are now beginning to see themselves in a newer, more positive light of possessing inherent worth.

Appendix, Bibliography, and Glossary

APPENDIX

Mexican American Winners

Congressional Medal of Honor

Pvt. José P. Martínez
Ault, Colorado
Attu, Alaska, World War II

S/Sgt. Luciano Adams
Port Arthur, Texas
St. Die, France, World War II

S/Sgt. Macario García
Villa Costano, Coahuila, México
Grosshau, Germany, World War II

Sgt. José M. López
Brownsville, Texas
Krinkelt, Belgium, World War II

Pvt. José F. Váldez (Posthumously)
Covernador, New Mexico
Rosenkrantz, France, World War II

P.F.C. Silvestre Herrera
Phoenix, Arizona
Mertzwiller, France, World War II

Pvt. Cleto Rodríguez
San Antonio, Texas
Manila, Philippines Islands, World War II

Pvt. Manuel Pérez (Posthumously)
Chicago, Illinois
Luzón, Philippine Islands, World War II

S/Sgt. Ysmael Villegas (Posthumously)
Casablanca, California
Luzón, Philippine Islands, World War II

P.F.C. David Gonzales (Posthumously)
Pacoima, California
Luzón, Philippine Islands, World War II

Sgt. Alejandro Ruiz
Loving, New Mexico
Okinawa, Ryukyu Islands, World War II

P.F.C. Eugene A. Obregón (Posthumously)
Los Angeles, California
Seoul, Korea, Korean Conflict.

Sgt. Joseph C. Rodríguez
San Bernardino, California
Munye-ri, Korea, Korean Conflict

CPL Rodolfo P. Hernández
Colton, California
Wontong-ni, Korea, Korean Conflict

P.F.C. Edward Gómez
Omaha, Nebraska
Kajon-ni, Korea, Korean Conflict

CPL Benito Martínez (Posthumously)
Fort Hancock, Texas
Satae-ri, Korea, Korean Conflict

Sgt. Ambrosio Guillén (Posthumously)
La Junta, Colorado
Sanguch-on, Korea, Korean Conflict

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Glossary of Spanish Terms

alcaldes de la mesta	Mexican cattlemen's associations
arrastre	mining mill
Californios	natives of California
ciboleros	buffalo hunters
comancheros	men who traded with the Comanches
compadre	godfather or close friend of the family
corrido	a type of Mexican folk music
carrieta	cart
El llano estacado	the Staked Plains of West Texas
empresarios	Texas colonizers and real estate salesmen
entrada	the first attempt to settle an area
hacienda	combination of cattle ranch and farm
Hispano	pertaining to things of Spanish origin
la raza unida	the united people
paisanos	countrymen
presidio	fortress or garrison of soldiers
quinto	a fifth
rancheros	operators of small cattle outfits or small farm owners
regalía	royal rights
ricos	rich, wealthy
Tejanos	Spanish-speaking natives of Texas
vaquero	Mexican cowboy
zanja	ditch
zanjero	one who constructs, repairs, and maintains irrigation ditches

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